

Kingsway Regional School District



Committed to Excellence

Course Name: Spanish 1A	
Prerequisite(s): N/A	Grade Level(s): 7
Department: World Language	Credits: High School credit will be awarded with the completion of 1A and 1B
BOE Adoption Date: October 2019	Revision Dates: September 2022

Course Description and Outcomes

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting.

In Spanish IA, the students work at the novice-mid proficiency level within three important modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The Spanish IA course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Proficiencies and Pacing Guide:

Course Title: Spanish 1A

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
<p>Unit 1:</p> <p>¡Hola! ¿Cómo te llamas?</p>	<p>8 Weeks</p> <p>September - November</p>	<p>Novice-Mid Proficiency Level</p> <p><i>Interpretive</i></p> <p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p><i>Interpersonal</i></p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.IPERS.2</p> <p><i>Presentational</i></p> <p>7.1.NM.PRSNT.2</p>	<p>Students will understand and be able to answer the unit’s essential question: How do people reach out to communicate with others?</p> <p>Students will be able to ask and give names in Spanish.</p> <p>Students will be able to ask and tell where someone is from in Spanish.</p> <p>Students will be able to ask for and state age in Spanish.</p> <p>Students will be able to identify true cognates and false cognates in Spanish.</p> <p>Students will be able to pronounce basic words in Spanish.</p> <p>Students will be able to discuss celebrations in Spanish-speaking cultures in English.</p> <p>Students will be able to identify the significance of the ten wonders of the Spanish-speaking world in English.</p>	<p>I can identify where Spanish is spoken in the world. (DOK 1)</p> <p>I can identify Spanish Speaking Countries and Capitals along with their location. (DOK 1)</p> <p>I can examine why we celebrate Hispanic Heritage Month in the United States by researching famous Hispanics and their accomplishments and contributions on society. (DOK 2)</p> <p>I can spell and pronounce words properly in Spanish. (DOK 1)</p> <p>In Spanish, I can greet someone, say goodbye, and introduce myself using correct pronunciation and prosody. (DOK 1)</p> <p>I can talk about celebrations in Spanish-speaking cultures. (DOK 4)</p> <p>I can correctly distinguish between cognates and false cognates. In Spanish (DOK 3)</p>

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
				In Spanish using correct pronunciation and prosody, I can state my age and country of origin. (DOK 1)
Unit 2: Saludos y despedidas	8 Weeks November- January	Novice-Mid Proficiency Level <i>Interpretive</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 <i>Interpersonal</i> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 <i>Presentational</i> 7.1.NM.PRSNT.2	<p>Students will be able to ask and tell how someone is feeling in written and spoken Spanish.</p> <p>Students will be able to express courtesy in written and spoken Spanish.</p> <p>Students will be able to count from 0-100 in written and spoken Spanish.</p> <p>Students will be able to ask for and state the time in written and spoken Spanish.</p> <p>Students will understand how to engage in informal conversation in written and spoken Spanish.</p> <p>Students will be able to exchange personal information using common salutations in Spanish.</p> <p>Students will be able to distinguish the differences in language between formal and informal Spanish.</p> <p>Students will be able to identify the meaning of short descriptions in Spanish using knowledge of true</p>	<p>I can count to 100 in Spanish using correct pronunciation and prosody (DOK 1)</p> <p>I can ask and tell time in Spanish using the correct time vocabulary. (DOK 1)</p> <p>Using correct pronunciation and prosody I can greet people with appropriate gestures and express courtesy in Spanish. (DOK 3)</p> <p>I can interpret short descriptions in Spanish. (DOK 2)</p>

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	Learning Objectives (<u>Identify the DOK Level</u>):
			cognates and basic conversation words.	
Unit 3: ¿Cómo se llama?	6 Weeks: January - March	Novice-Mid Proficiency Level Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.5	Students will be able to discuss school schedules in written and spoken Spanish. Students will be able to identify school supplies in written and spoken Spanish. Students will be able to identify people and places relating to a school in written and spoken Spanish. Students will be able to distinguish between subject pronouns and use them appropriately in conversation in written and spoken Spanish. Students will be able to use the verb ser correctly in written and spoken Spanish. Students will be able to use definite articles with nouns correctly in written and spoken Spanish.	I can identify Hispanic influence in the United States. (DOK 2) In Spanish using correct pronunciation and prosody I can ask and tell where someone is from using subject pronouns and the verb ser . (DOK 2) I can ask and tell how to say a word in Spanish. (DOK 1) I can identify classroom objects in Spanish using correct vocabulary. (DOK 1) I can use definite articles with nouns in written Spanish and spoken Spanish. (DOK 3) I can read about and discuss grades in Spanish-speaking countries. (DOK 4)
Unit 4: ¿Cuántas clases tienes?	6 Weeks: March - April	Novice-Mid Proficiency Level Interpretive 7.1.NM.IPRET.1	Students will be able to talk about their origin in written and spoken Spanish. Students will be able to talk about their location in written and spoken Spanish.	Using the correct pronunciation and prosody I can talk about people,

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
		<p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.IPERS.2</p> <p>7.1.NM.IPERS.3</p> <p>Presentational</p> <p>7.1.NM.PRSNT.4</p> <p>7.1.NM.PRSNT.5</p>	<p>Students will be able to talk about their physical states in written and spoken Spanish.</p> <p>Students will be able to identify vocabulary relating to clothing in written and spoken Spanish.</p> <p>Students will be able to identify vocabulary relating to technology in written and spoken Spanish.</p> <p>Students will understand the present tense conjugations of –ar verbs in written and spoken Spanish.</p>	<p>places, clothing, colors, or classroom objects in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about what people do and need using -ar verbs in Spanish. (DOK 3)</p> <p>Using correct pronunciation and prosody I can discuss school schedules and identify technology vocabulary in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about the location of items and how people are using the verb estar in Spanish. (DOK 2)</p> <p>I can distinguish the difference between the verb ser and the verb estar. (DOK)</p> <p>I can examine information about Mexico’s culture and history. (DOK 3)</p> <p>I can research information about Spanish Speaking countries and create a travel brochure. (DOK 3)</p>
<p>Unit 5: ¿Adónde vamos en la ciudad?</p>	<p>7 Weeks: May - June</p>	<p>Novice-Mid Proficiency Level</p> <p>Interpretive</p> <p>7.1.NM.IPRET.1</p>	<p>Students will be able to create casual conversation to get around town using vocabulary about the city in written and spoken Spanish.</p>	<p>Using correct pronunciation and prosody I can talk about places in the city in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about different</p>

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	<u>Learning Objectives (Identify the DOK Level):</u>
		<p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.IPERS.2</p> <p>7.1.NM.IPERS.3</p> <p>Presentational</p> <p>7.1.NM.PRSNT.4</p> <p>7.1.NM.PRSNT.5</p>	<p>Students will be able to interpret Mexican culture and compare/contrast with their own in English.</p> <p>Students will be able to introduce others in written and spoken Spanish.</p> <p>Students will be able to ask and answer simple questions in written and spoken Spanish.</p> <p>Students will be able to use the verb ir to talk about where someone is going in written and spoken Spanish.</p> <p>Students will be able to use contractions al and del correctly in written and spoken Spanish.</p> <p>Students will be able to discuss the importance of Mexico City's subway in English.</p>	<p>modes of transportation in the city in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can make introductions, ask, and answer simple questions in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can ask and say where someone is going using the verb ir in Spanish. (DOK 3)</p> <p>In written and spoken Spanish I can correctly use contractions al and del. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about places to visit in Mexico City in Spanish. (DOK 1)</p> <p>I can read about, discuss how Cinco de Mayo is celebrated in Mexico and compare that to how it is celebrated in the United States. (DOK 4)</p>

Unit 1: ¡Hola! ¿Cómo te llamas?	Unit Length Months/Weeks: 8 Weeks September - November
<p>Unit Learning Goals:</p> <p>Students will understand and be able to answer the unit's essential question: How do people reach out to communicate with others?</p> <p>Students will be able to ask and give names in Spanish.</p> <p>Students will be able to ask and tell where someone is from in Spanish.</p>	

Unit 1: ¡Hola! ¿Cómo te llamas?	Unit Length Months/Weeks: 8 Weeks September - November
<p>Students will be able to ask for and state age in Spanish.</p> <p>Students will be able to identify true cognates and false cognates in Spanish.</p> <p>Students will be able to pronounce basic words in Spanish.</p> <p>Students will be able to discuss celebrations in Spanish-speaking cultures.</p> <p>Students will be able to identify the significance of the ten wonders of the Spanish-speaking world.</p>	
Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level):
<p>Novice-Mid Proficiency Level</p> <p>Interpretive 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>Presentational 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	<p>I can identify where Spanish is spoken in the world. (DOK 1)</p> <p>I can identify Spanish Speaking Countries and Capitals along with their location. (DOK 1)</p> <p>I can examine why we celebrate Hispanic Heritage Month in the United States by researching famous Hispanics and their accomplishments and contributions on society. (DOK 2)</p> <p>I can spell and pronounce words properly in Spanish. (DOK 1)</p> <p>In Spanish, I can greet someone, say goodbye, and introduce myself using correct pronunciation and prosody. (DOK 1)</p> <p>I can talk about celebrations in Spanish-speaking cultures. (DOK 4)</p> <p>I can correctly distinguish between cognates and false cognates. In Spanish (DOK 3)</p> <p>In Spanish using correct pronunciation and prosody, I can state my age and country of origin. (DOK 1)</p>

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Why study Spanish? ● How do Spanish and English differ? ● How do you construct everyday conversation between individuals? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Spanish study is valuable in many ways. It creates global understanding between nations. Students strengthen skills in their own language and in other disciplines. ● English and Spanish both contain Latin derivatives. However, the syntax of the languages requires students to understand the structure of sentences. ● Learning new vocabulary and grammar enables students to produce a conversation in an appropriate manner both inside and outside of the classroom.

Unit Learning Scale

Unit Learning Goal: Students will understand the cultural nuances of the Spanish-speaking world.	
4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● Recognize the differences between formal and informal conversation ● Express courtesy ● Greet people with appropriate gestures
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> ● recalling vocabulary in isolation ● recognizing the differences in formal and informal ways of speaking
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal: Students will engage in informal conversation and exchange personal information using common salutations in Spanish.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	The student can: <ul style="list-style-type: none"> ● Introduce themselves ● Greet and say goodbye formally and informally ● Ask memorized questions and respond appropriately ● Give basic information about themselves by using memorized sentences
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to: <ul style="list-style-type: none"> ● recalling the alphabet and basic pronunciation ● recalling vocabulary in isolation
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning 	<ul style="list-style-type: none"> ● Spanish speaking countries quiz ● Grammar quiz (Formal/ informal) ● Project (Hispanic Heritage Month) 	<ul style="list-style-type: none"> ● Unit 1 Exam

<ul style="list-style-type: none"> ● Show of Hands ● Initiating Activities 		
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Interdisciplinary Connections: CORE AREA CONNECTIONS		
<p>Math NJSLS.MA.K.CC.A.1 - [Standard] - Count to 100 by ones and by tens.</p> <p>Social Studies NJSLS.SOC.6.3.4.CS1 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <p>Equity Integration (Using James Banks' Levels of Multicultural Integration): Level 1: The Contributions Approach: Students will learn about cultural celebrations in this unit such as <i>la quinceañera</i> and learn about cultural norms for greeting. Level 2: The Additive Approach: Students will discover the wonders of Spanish-speaking countries.</p>		
Career Ready Practices: Note applicable CRPs used within the unit.		
<p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.</p>		
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.		
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>		
Integration of Technology: Note applicable 2020 standards 8.1 & 8.2 used within the unit.		
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>		
Course/Unit Resources:		
<ol style="list-style-type: none"> 1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC 2. www.passport.carnegielearning.com <ul style="list-style-type: none"> . eVisuals a. iCulture 		

- b. Communicative Activities
 - c. Workbook
 - d. Listening comprehension activities
 - e. Video dialogues by native speakers
2. TPR Storytelling
 3. Flipgrid
 4. Internet

Unit 2 : Saludos y despedidas	Unit Length Months/Weeks: 8 Weeks November - January
<p>Learning Goals:</p> <p>Students will be able to ask and tell how someone is feeling in written and spoken Spanish.</p> <p>Students will be able to express courtesy in written and spoken Spanish.</p> <p>Students will be able to count from 0-100 in written and spoken Spanish.</p> <p>Students will be able to ask for and state the time in written and spoken Spanish.</p> <p>Students will understand how to engage in informal conversation in written and spoken Spanish.</p> <p>Students will be able to exchange personal information using common salutations in Spanish.</p> <p>Students will be able to distinguish the differences in language between formal and informal Spanish.</p> <p>Students will be able to identify the meaning of short descriptions in Spanish using knowledge of true cognates and basic conversation words.</p>	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p><i>Interpretive</i></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p>	<p>I can count to 100 in Spanish using correct pronunciation and prosody (DOK 1)</p> <p>I can ask and tell time in Spanish using the correct time vocabulary. (DOK 1)</p> <p>Using correct pronunciation and prosody I can greet people with appropriate gestures and express courtesy in Spanish. (DOK 3)</p> <p>I can interpret short descriptions in Spanish. (DOK 2)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class</p> <p>Presentational</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>	

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ul style="list-style-type: none"> ● What are the cultural similarities and differences between Spanish-speakers and English-speakers? ● How can I express courtesy in Spanish? ● How can I ask and tell the time in Spanish? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Our country has many nationalities living together. The Hispanic population has positively influenced the American way of life. ● Expressing courtesy varies from country to country. The Spanish language has ways of being polite within the words themselves. ● Telling time requires prior knowledge of numbers in Spanish.

Unit Learning Scale

Unit Learning Goal: Students will be able to discuss school schedules, school supplies, people and places relating to a school.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
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3	<p>The student can:</p> <ul style="list-style-type: none"> ● engage in conversation about their typical school day ● tell what their schedule is like, who their teachers are, and where they have classes ● ask and give information about other students' schedules ● compare and contrast school systems in other countries
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> ● recognizing school vocabulary in isolation ● recalling basic numbers ● identifying items needed for school
1	<p>The student needs assistance or makes multiple errors in attempting to reach score 3 performance.</p>
0	<p>Even with help, the student does not exhibit understanding of performance listed in score 3.</p>

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Vocab quiz (Greetings/ farewells) ● Grammar quiz 	<ul style="list-style-type: none"> ● Unit 2 Exam

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

Math

NJSLS.MA.K.CC.A.1 - [Standard] - Count to 100 by ones and by tens.

Social Studies

NJSLS.SOC.6.3.4.CS1 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Equity Integration (Using James Banks' Levels of Multicultural Integration):

Level 1: The Contributions Approach: Students will learn about cultural celebrations in this unit such as *la quinceañera* and learn about cultural norms for greeting.

Level 2: The Additive Approach: Students will discover the wonders of Spanish-speaking countries.

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Course/Unit Resources:

1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC
2. www.passport.carnegielearning.com
 - . eVisuals
 - a. iCulture
 - b. Communicative Activities
 - c. Workbook
 - d. Listening comprehension activities

- e. Video dialogues by native speakers
- 3. TPR Storytelling
- 4. Flipgrid
- 5. Internet

Unit 3: ¿Cómo se llama?	Unit Length Months/Weeks: 6 Weeks January - March
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<p>Learning Goals:</p> <p>Students will be able to discuss school schedules in written and spoken Spanish.</p> <p>Students will be able to identify school supplies in written and spoken Spanish.</p> <p>Students will be able to identify people and places relating to a school in written and spoken Spanish.</p> <p>Students will be able to distinguish between subject pronouns and use them appropriately in conversation in written and spoken Spanish.</p> <p>Students will be able to use the verb ser correctly in written and spoken Spanish.</p> <p>Students will be able to use definite articles with nouns correctly in written and spoken Spanish.</p>
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Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
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<p>Novice-Mid Proficiency Level</p> <p>Interpretive</p> <p>7.1.NM. IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <ul style="list-style-type: none"> • 7.1.NM. IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM. IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM. IPRET.4: Report on the content of short messages that they hear, view, and read on predictable culturally authentic material. <p>Interpersonal</p>	<p>I can identify Hispanic influence in the United States. (DOK 2)</p> <p>In Spanish using correct pronunciation and prosody I can ask and tell where someone is from using subject pronouns and the verb ser. (DOK 2)</p> <p>I can ask and tell how to say a word in Spanish. (DOK 1)</p> <p>I can identify classroom objects in Spanish using correct vocabulary. (DOK 1)</p> <p>I can use definite articles with nouns in written Spanish and spoken Spanish. (DOK 3)</p> <p>I can read about and discuss grades in Spanish-speaking countries. (DOK 4)</p>
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Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple questions, using memorized words and phrases.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions. <p>Presentational</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<p>How have Hispanics influenced the United States?</p> <p>How can I describe what I need for my classes?</p> <p>How do I ask for something in Spanish?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Making connections to other countries helps to identify the factors that shape a country’s identity. • By understanding how to use definite articles with nouns such as classroom objects, students will be able to express what they need for class. • By understanding the basic question words and word order, students will be able to ask questions effectively.

Unit Learning Scale

Unit Learning Goal: Students will be able to create casual conversation to get around town using vocabulary about the city.

4	In addition to score 3 performances, the student can use the information in more complex sentences and dialogues.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● identify and recognize city vocabulary ● use vocabulary to engage in discussion about the city ● develop questions about what people like to do around town ● make connections to city life in the United States and in Spanish-speaking countries ● describe city life using accurate grammar structure
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> ● identifying vocabulary in isolation ● recalling -ar and -er verb conjugations
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Pre-tests ● Surveys 	<ul style="list-style-type: none"> ● Vocab quiz ● Grammar quiz ● Time quiz ● Project (Classroom Objects/ Definite/ Indefinite articles) 	<ul style="list-style-type: none"> ● Test Adjectives/ Noun adjective agreement ● Test Subject pronouns/ Forms of Ser

<ul style="list-style-type: none"> ● Journals ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 		
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Interdisciplinary Connections: CORE AREA CONNECTIONS
<p>Social Studies NJSLS.SOC.6.3.4.CS1 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <p>Technology NJSLS.TECH.8.1.2.A.1 - [Cumulative Progress Indicator] - Identify the basic features of a digital device and explain its purpose</p> <p>Equity Integration (Using James Banks’ Levels of Multicultural Integration): Level 1: The Contributions Approach: Students will learn about famous Hispanics and their contributions to the United States. Level 2: The Additive Approach: Students will learn about school systems in various Spanish-speaking countries.</p>
Career Ready Practices: Note applicable CRPs used within the unit.
<p>CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.
<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>
Integration of Technology: Note applicable 2020 standards 8.1 & 8.2 used within the unit.
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>

Course/Unit Resources:
<ol style="list-style-type: none"> 1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC 2. www.passport.carnegielearning.com <ol style="list-style-type: none"> 1. eVisuals 2. iCulture 3. Communicative Activities 4. Workbook 5. Listening comprehension activities 6. Video dialogues by native speakers 3. TPR Storytelling 4. Flipgrid 5. Internet

Unit 4: ¿Cuántas clases tienes?	Unit Length Months/Weeks: 6 Weeks March - April
<p>Learning Goals:</p> <p>Students will be able to talk about their origin in written and spoken Spanish.</p> <p>Students will be able to talk about their location in written and spoken Spanish.</p> <p>Students will be able to talk about their physical states in written and spoken Spanish.</p> <p>Students will be able to identify vocabulary relating to clothing in written and spoken Spanish.</p> <p>Students will be able to identify vocabulary relating to technology in written and spoken Spanish.</p>	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p><i>Interpretive</i></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p>	<p>Using the correct pronunciation and prosody I can talk about people, places, clothing, colors, or classroom objects in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about what people do and need using -ar verbs in Spanish. (DOK 3)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>Presentational</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Using correct pronunciation and prosody I can discuss school schedules and identify technology vocabulary in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about the location of items and how people are using the verb estar in Spanish. (DOK 2)</p> <p>I can distinguish the difference between the verb ser and the verb estar. (DOK 1)</p> <p>I can examine information about Mexico’s culture and history. (DOK 3)</p> <p>I can research information about Spanish Speaking countries and create a travel brochure. (DOK 3)</p>

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<p>How can students express complex ideas using simple terms about school schedules?</p> <p>Are school systems in other countries different than in the United States?</p> <p>How can I communicate effectively in another language?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Through learning classes and time, students will be able to converse about daily school life. Using these elements and some additional words, the students will be able to form a more sophisticated image of his/her daily routine. ● By comparing school systems across the world, students will have a better understanding of the impact culture has on education. ● By understanding the basic foundations of a language, including subject pronouns, one can effectively communicate in another language.

Unit Learning Scale

Unit Learning Goal 1:

4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	<p>The student can talk about clothing and their physical state</p> <ul style="list-style-type: none"> ● identify and recognize clothing vocabulary ● use vocabulary to engage in discussion about clothing and their physical state ●
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> ● identifying and recognize clothing vocabulary ● useing vocabulary to engage in discussion about clothing and their physical state
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Pre-tests ● Surveys ● Journals ● Turn & Talks ● Questioning 	<ul style="list-style-type: none"> ● Vocab quiz ● Grammar quiz ● Project (Mi clase favorita) 	<ul style="list-style-type: none"> ● Project (Fashion Show) ● Test (-ar ending verbs)

<ul style="list-style-type: none"> • Show of Hands • Initiating Activities 		
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<p>Interdisciplinary Connections: CORE AREA CONNECTIONS</p> <p>Social Studies NJSLS.SOC.6.3.4.CS1 - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <p>Technology NJSLS.TECH.8.1.2.A.1 - [Cumulative Progress Indicator] - Identify the basic features of a digital device and explain its purpose</p> <p>Equity Integration (Using James Banks' Levels of Multicultural Integration): Level 1: The Contributions Approach: Students will learn about famous Hispanics and their contributions to the United States. Level 2: The Additive Approach: Students will learn about school systems in various Spanish-speaking countries.</p>
<p>Career Ready Practices: Note applicable CRPs used within the unit.</p> <p>CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.</p>
<p>Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>
<p>Integration of Technology: Note applicable 2020 standards 8.1 & 8.2 used within the unit.</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>
<p>Course/Unit Resources:</p> <ol style="list-style-type: none"> 1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC 2. www.passport.carnegielearning.com <ol style="list-style-type: none"> a. eVisuals

- b. iCulture
 - c. Communicative Activities
 - d. Workbook
 - e. Listening comprehension activities
 - f. Video dialogues by native speakers
3. TPR Storytelling
 4. Flipgrid
 5. Internet

Unit 5: ¿Adónde vamos en la ciudad?	Unit Length Months/Weeks: 7 Weeks May - June
Learning Goals:	
Students will be able to create casual conversation to get around town using vocabulary about the city.	
Students will be able to interpret Mexican culture and compare/contrast with their own.	
Students will be able to ask and answer simple questions in written and spoken Spanish.	
Students will be able to use the verb ir to talk about where someone is going in written and spoken Spanish.	
Students will be able to use contractions al and del correctly in written and spoken Spanish.	
Students will be able to discuss the importance of Mexico City's subway	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>	<p>Using correct pronunciation and prosody I can talk about places in the city in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about different modes of transportation in the city in Spanish. (DOK 1)</p> <p>Using correct pronunciation and prosody I can make introductions, ask, and answer simple questions in Spanish. (DOK 1)</p>

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple questions, using memorized words and phrases.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. <p>Presentational</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Using correct pronunciation and prosody I can ask and say where someone is going using the verb ir in Spanish. (DOK 3)</p> <p>In written and spoken Spanish I can correctly use contractions al and del. (DOK 1)</p> <p>Using correct pronunciation and prosody I can talk about places to visit in Mexico City in Spanish. (DOK 1)</p> <p>I can read about, discuss how Cinco de Mayo is celebrated in Mexico and compare that to how it is celebrated in the United States. (DOK 4)</p>

Essential Questions: (higher level questions that need to be considered/answers; are open and broad)	Enduring Understandings: (general/transferable ideas to other contexts)
<p>How do I get around town?</p> <p>How do I ask for something in a restaurant?</p> <p>How can I speak to someone in the present tense?</p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Popular ways of getting around town vary from city to city, country to country. • Appropriate manners of asking for things are different across cultures. • Regular present tense verbs follow a pattern, which is essential for sentence composition.

Unit Learning Scale

Unit Learning Goal 1:

4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	<p>The student can</p> <ul style="list-style-type: none"> ● create casual conversation to get around town using vocabulary about the city. ● interpret Mexican culture and compare/contrast with their own. ● ask and answer simple questions in written and spoken Spanish. ● use the verb ir to talk about where someone is going in written and spoken Spanish. ● use contractions al and del correctly in written and spoken Spanish. ● discuss the importance of Mexico City's subway
2	<p>The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information related to:</p> <ul style="list-style-type: none"> ● create casual conversation to get around town using vocabulary about the city. ● interpret Mexican culture and compare/contrast with their own. ● ask and answer simple questions in written and spoken Spanish. ● use the verb ir to talk about where someone is going in written and spoken Spanish. ● use contractions al and del correctly in written and spoken Spanish. ● discuss the importance of Mexico City's subway
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records 	<ul style="list-style-type: none"> ● Vocab quiz ● Grammar quiz ● Culture project (Cinco de Mayo) 	<ul style="list-style-type: none"> ● Culture Test (Mexico) ● Culture Project (Brochure Project) ● Unit 5 Test

<ul style="list-style-type: none"> ● Informal Reading Assessments ● Pre-tests ● Surveys ● Journals ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 		
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Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

Social Studies
NJSLS.SOC.6.1.4.D.20 - [Cumulative Progress Indicator] - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Art
NJSLS.VPA.1.2.2.A.CS2 - [Content Statement] - The function and purpose of art-making across cultures is a reflection of societal values and beliefs.

Equity Integration (Using James Banks’ Levels of Multicultural Integration):
Level 1: The Contributions Approach: Students will learn unique features of Mexico and explore their subway system.
Level 2: The Additive Approach: Students will discover Mexican culture and explore various cities in Mexico

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

CRP1: Act as a responsible and contributing citizen and employee.
 CRP2: Apply appropriate academic and technical skills.
 CRP4: Communicate clearly and effectively and with reason.
 CRP5: Consider the environmental, social, and economic impact of decisions.
 CRP6: Demonstrate creativity and innovation.
 CRP11: Use technology to enhance productivity.
 CRP12: Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Integration of Technology: *Note applicable 2020 standards 8.1 & 8.2 used within the unit.*

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Course/Unit Resources:

1. Textbook: ¡Qué Chévere! 1-- 2016 by EMC Publishing, LLC
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 - e. Video dialogues by native speakers
2. TPR Storytelling
3. Flipgrid
4. Internet